R E P O R T R E S U M E S

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SUGGESTED ACTIVITIES FOR NON-ENGLISH SPEAKING BEGINNERS, THE FIRST WEEK.

REGION ONE EDUC. SERVICE CENTER, EDINBURG, TEX.
REPORT NUMBER DPSC-67-3550
EDRS PRICE MF-$0.25 HC-$1.12 26P.

DESCRIPTORS- *ENGLISH (SECOND LANGUAGE), *SPANISH SPEAKING, *BILINGUALISM, *GRADE 1, TEACHING TECHNIQUES, *TEACHING GUIDES, BEGINNING TEACHERS, NON ENGLISH SPEAKING,

THIS PLAN, COVERING THE FIRST FIVE DAYS OF A BILINGUAL FIRST GRADE CLASS, WAS DESIGNED TO AID BEGINNING TEACHERS OF NON-ENGLISH SPEAKING CHILDREN MEET SOME OF THE SITUATIONS THEY WILL ENCOUNTER. (SPECIAL EMPHASIS IS ON SPANISH-SPEAKING CHILDREN.) THE DAILY SCHEDULE IS PRESENTED AS A GUIDE TO BE ADJUSTED ACCORDING TO NEED. IN ADDITION TO THE SUGGESTED ACTIVITIES AND MATERIALS, THE ENGLISH PHRASES AND SENTENCES APPROPRIATE TO THE CLASSROOM AND PLAYGROUND SITUATIONS ARE INCLUDED, WITH THEIR SPANISH EQUIVALENTS. (A KNOWLEDGE OF SPANISH ON THE PART OF THE TEACHER IS APPARENTLY ASSUMED.) SOURCES OF THE RECORDS, PUPPETS, AND BOOKS MENTIONED ARE LISTED WITH ADDRESSES. THE ADDRESS OF THE REGION ONE EDUCATION SERVICE CENTER IS 101 NORTH 8TH STREET, EDINBURG, TEXAS 78539. (AMM)

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for
NON-ENGLISH SPEAKING BEGINNERS

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THE FIRST WEEK

AL 001 220

REGION ONE EDUCATION SERVICE CENTER

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Introduction

There is no other teaching situation that compares with the beginning of school for first grade teachers! It is a new and difficult experience for all, but especially so for Spanish-speaking youngsters who have not attended a summer program. This plan, covering only the first five days of school, was designed to aid beginning teachers of non-English speaking children meet some of the situations they will encounter. Each teacher should feel free to change, delete, or add to the daily plans in order to meet the immediate needs of her group.

Teachers should make their rooms as attractive as possible the day before the children come. Materials and toys should be out on shelves within reach, a few attractive pictures hung and picture books displayed. Vases of flowers will add the crowning touch.

The accompanying daily schedule is suggested as a guide for each teacher to adjust according to P.E., lunch, and water breaks which vary from school to school. Little children need and must have drinks often. Teachers who are fortunate enough to have restrooms, lavatories and drinking fountains in their rooms, will have to teach children to use these facilities without interrupting school routine.

The daily plans and the schedule both have a quiet, working period followed by an active one. This pattern should be continued throughout the year for it is usually impossible for little children to sit and listen for longer than ten minutes. They can be damaged emotionally by being made to sit quietly for too long. Teachers must be very careful of the length of time spent on an activity and be very quick to sense the mood of the group.

Please note that the plans do not call for the children to answer on the first day unless the teacher's smiles elicit it naturally. Every effort is made to make them happy in a strange, new environment. At home they hear and speak only Spanish, with their mothers to give them security and individual attention. The teacher has to be a substitute mother, teacher, and psychologist in order to bridge this transition from the home to the school.

Each day the teacher should be alert in observing the points that indicate maturity in every child. Watch carefully for bright, quiet ones who don't talk often. Perfection at six is not perfection in adult eyes so be generous with praise.

Care should be exercised that the sentence patterns remain exactly the same each day, e. g. "Let's go to the restroom, walking, walking." Avoid exaggerated stress. "This is a WIN-dow." "Good MOR-ning." Teachers may not be able to do all or even part of the suggested day's plan, for in every first grade minor catastrophes happen often! Remember there is always another day, so relax and pick up next day where you left off.

As the children come to their assigned rooms the first morning, pin their names on them with the teacher's name in small print, e.g. [illegible] Lopez If any child wanders off or gets lost (some will), he can be returned to the right room. It is helpful to have a parent or someone to write and pin the names on while the teacher talks to the parent and welcomes the child.

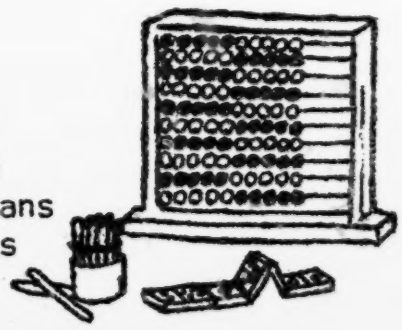
HAPPY TEACHING!

SUGGESTED MATERIALS FOR A FIRST GRADE ROOM

A LIBRARY CENTER

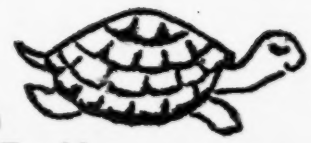
1. Attractive story & picture books
2. File of useful pictures
3. Viewmaster & films
4. Children's magazines
5. Booklets of typed stories the children have written.

AN ARITHMETIC CENTER



1. Counting frame
2. Box of lima beans
3. Counting sticks
4. Dominoes
5. Flannel board
6. Pegs and peg boards
7. Abacus
8. Pocket chart
9. Games

A SCIENCE CENTER



1. Growing plants
2. Magnets
3. Magnifying glass
4. Aquarium - Terrarium
5. Parakeet - Canary - Turtle
6. Weather chart
7. Collections

A PLAY CENTER

1. Playhouse, table, chairs, doll, dress-up clothes brooms, mop, dust pan, mirror and dishes.
2. Toys, blocks, animals (wooden, rubber or plastic).
3. Dominoes, Checkers, jacks, Old Maid cards, etc.
4. Puzzles, tinkertoys, blocks

A WORK CENTER

1. Workbench & vise
2. Tools - hammers, saws, pliers, screw drivers, assorted nails
3. Wood scraps, boxes, sandpaper
4. Clay, paste, crayons
5. Magazines
6. Paper - newsprint, construction, chart
7. Easel or paint area, paint (tempera jars and brushes)
8. Scraps of cloth, needles, pins, thread
9. Water mix paint in several colors
10. Electric hot plate

A MUSIC CENTER

1. Piano, music books
2. Record player records
3. Instruments - Commercial and some made by children

TENTATIVE SCHEDULE

8:30	-	9:00	Opening Exercises Collect cafeteria money Call roll Flag Pledge Songs
9:00	-	10:00	Language Arts
10:00	-	10:15	Water Break
10:15	-	11:15	Language Arts
11:15	-	12:00	Lunch
12:00	-	12:15	Rest
12:15	-	12:45	Language Arts - Numbers Vocabulary drill Games - Finger Plays
12:45	-	1:05	Music
1:05	-	1:35	P.E.
1:35	-	2:10	Activity Time Coloring — Puzzles Clay — Books Blocks — Flannel board story Toys — Easel painting
2:10	-	2:30	Clean room Distribute things that go home Good-bye song

FIRST WEEK'S SUMMARY

First Day

1. Outside game and playground equipment.
2. Cafeteria drill with complete tray.
3. Practice in the Cafeteria.
4. Practice for after lunch resting.
5. Game, "Hide the Spoon."
6. Music, "Ring Around the Rosie" or "Estas Dormido."
7. Activity - crayons and paper.
8. Good-bye song.

Second Day

1. Opening exercises.
2. Introduce short Pledge, and "Good Morning, Children; My Name is _____: What's your name?"
3. Cafeteria vocabulary drill with puppets.
4. Introduce "Good afternoon."
5. Ball game to learn each other's name.
6. Ring Around the Rosie
7. Activity - clay.
8. Free play.

Third Day

1. Opening exercises.
2. Individual response to "What's your name?"
3. Colors "red" and "blue" introduced.
4. Game - "Paper on the Back."
5. The Rabbit Game.
6. Music - "Clap your Hands." (Estamae)
7. Introduce tempera paint.

Fourth Day

1. Opening exercises.
2. Review "red" and "blue" colors and introduce "yellow."
3. Game - "Paper on the Back" with the three colors.
4. Introduce health words.
5. Singing game - "Mulberry Bush."
6. Drawing a Man.
7. Estamae Album I, Record #106
8. Activity - introduce scissors, paste, and magazines.

Fifth Day

1. Opening exercises.
2. Counting 1, 2, 3.
3. Ladder Game.
4. Vocabulary drill "Sit down" and "Stand up."
5. Singing Game "The Bus."
6. Family unit vocabulary introduced.
7. Music - Estamae Album I, Record #106
8. Activity - free choice.

FIRST DAY

MATERIALS
NEEDED
Cafeteria tray, complete
Record for quiet rest music

Sentence Pattern
"Let's go to the _____
walking, walking."

Teacher

Pupil

Outside Game

"Let's go to play" - "Vamos a jugar."

"Let's go to play."

Teacher may know a simple game to play or toss a ball to them or run a race or say:

"Vengan conmigo. Come with me."

Show and name playground equipment and let them try it a short while.

Rest Rooms

"Let's go to the restroom, walking - walking."

Walk to restrooms. Demonstrate while repeating,
"Flush the toilet"
"Wash your hands"
"Dry your hands"
"Put the towel in the wastebasket"

"Let's get a drink of water" -
Teacher repeats several times
demonstrating how to use fountain.

"Let's go to the room, walking, walking."

Teacher

Pupil

Cafeteria Vocabulary Drill

Teacher motions for the children to sit on the floor or in chairs close to her. The cafeteria tray should be in her lap.

Cafeteria Vocabulary:

Tray)
Napkin)
Spoon)
Fork)
Milk)

Show each article separately - model sentence. Repeat several times.

"This is a tray" etc.

Each child takes a turn carrying the tray and putting it on a table. The teacher says, "Put the tray on the table, Juan,"
"Pon la bandeja en la mesa, Juan -Put the tray on the table, Juan."

Practice in the Cafeteria.

"Let's go to the cafeteria, walking, walking."

(If the cafeteria manager permits, show the kitchen equipment)

Practice routine of picking up tray, walking to the table and sitting down. Teacher constantly helping and repeating vocabulary.

Say: "Pick up your tray, put it in the window."

"Levanta la bandeja y ponla en la ventana."

"Pick up your tray and put it in the window."

Children with sack lunches are shown how to buy milk, sit with others and where to dispose of sacks.

"Let's go to the room, walking, walking."

Practice for after lunch resting

Teacher motions for children to sit close to her.

"After lunch we rest this way- Después de la comida descansamos de esta manera."

"After lunch we rest this way."

Teacher demonstrates. (If floor permits, a strip of butcher paper 2'x3' for each child is excellent for floor resting. Papers should be cut and folded flat beforehand.)

Teacher

Pupil

"María, you do it" - "María ahora tú."

"María, you do it."

"María, fold your paper and put it away, then sit in your chair."

"María, párate, dobla tu papel y ponlo en su lugar y siéntate en la silla."

If time permits, let one or two more practice.

Lunch time: Take group to restrooms to wash hands before eating.

"Let's go to the restroom to wash our hands."

(See that each child has his ticket or his sack lunch)

"Let's go to the cafeteria, walking, walking."

LUNCH

Rest

"Take your papers one at a time."

"Tomen sus papeles, uno por uno."

"Take your papers one at a time."

Use quiet music for fifteen minutes while resting. See that children are spread out, quiet and comfortable.

"María, fold your paper, put it away and sit in your chair."

"María, dobla tu papel y ponlo en su lugar y siéntate en la silla."

(Repeat in English)

Call the remainder of the group as quickly as possible.

Teacher

Pupil

Game

Show the spoon from the tray, then explain:

"Let's play a game." (Vámos a jugar.)

"Let's play a game."

"I'm going to hide the spoon - Voy a esconder la cucharita."

"I'm going to hide the spoon."

"Close your eyes and don't look until the bell rings."

"Cierren los ojos y no miren hasta que suene la campana."

(Ring the bell.)

"Close your eyes and don't look until the bell rings."

The teacher hides the spoon, then rings the bell.
She chooses five or six children to look for it and says:

"Look for it. - Búsquenla."

"Look for it."

The finder then gets to hide it and another group of children is chosen to look for it. The game continues for a few more times.

Music

Have children sing or play a singing game in Spanish or English such as:

Ring around the rosie
Pocket full of posies
Ashes, ashes, we all
fall down.

Estás dormido, estás dormido
Hermano Juán, Hermano Juán
Suenen las campanas
Suenen las campanas
Ding, ding, dong
Ding, ding, dong

Repeat several times if children enjoy it.

Teacher

Pupil

Water Break

"Let's go to the restroom, walking, walking."

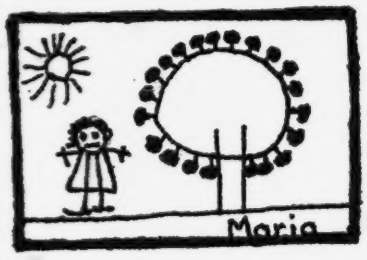
"Let's go to the room, walking, walking."

"Please sit in your chair."

Activity time - (each day of the first week a new material will be introduced.)

Give each child a large sheet of newsprint and large crayons to draw anything. Have fun - scribble or make a picture.

When they finish, put each child's name on his paper and display it somewhere in the room.



Clean up time - Straighten room, put away materials, gather things that go home.

"Let's put our things away - vamos a guardar todo."

"Let's put our things away."

Sing a good-bye song, such as:

"Good-bye to you (Tune: Birchard Kindergarten Book p. 16)

Good-bye to you

Good-bye dear children

Good-bye to you, etc."

(Tune - Happy Birthday)

Teacher stands at door and says,

"Goodbye, I'll see you tomorrow!"

The bus children will have to be grouped together, taken by the teacher to the bus stop, and put on the correct bus.

SECOND DAY

MATERIALS NEEDED

1. Flag
2. Yankee Doodle record on the record player
3. Two puppets - (stick, sack, hand, or two dolls)
4. Cafeteria tray and items
5. Quiet music for resting
6. Large ball

Teacher

Pupil

Starting Exercises

Collect lunch money

Call role

Flag Pledge (short one)
"I give my head, my heart, my hands,
To God and my country;
One God,
One Country,
One Flag."

Have children raise index finger to show one.
Show flag, say, "This is a flag." Repeat 3 times.
Let one child stand in front of the room holding a flag while the pledge is being said. Then play "Yankee Doodle" and let children march around with child holding flag as a leader.
When march is over, say "Good morning." Repeat 3 times.

Teacher motions for children to answer repeating again if necessary.

"Good morning"

"Good morning, children - Buenos dias niños."

"Good morning, children - My name is Miss _____."

"Yo me llamo Miss _____. My name is Miss _____."

"Good morning children."
Motion for group response.

"Good morning, Miss ___ ___."

Repeat this until children have clear understanding and can say "Good morning, Miss _____," some individually.

Teacher	Pupil
"My name is Miss _____." Repeat 3 times.	
"What's your name?"	
"¿Cómo te llamas?"	
"What's your name?"	
"What's your name?" Teacher points to a child.	"Juan"
Proceed until you have asked all the children their names.	

"Let's go to the restroom, walking, walking."	
Demonstrate and give same instructions as the first day.	
Some children may start repeating what you say, encourage them. Say "I wash my hands," etc.	
"Let's go get a drink of water, walking, walking."	"Walking, walking."
"Let's go to the room, walking, walking.	"Walking, walking."

Review cafeteria vocabulary using puppets. (The family and animal puppets available from: Hoover Bros., Temple, Texas.)	
Hold up two puppets. One will be the teacher, the other will represent the children.	
First puppet: (Points to the tray) "What's this?"	
Second puppet: "It's a tray."	
Repeat several times, then first puppet asks the children:	
"What's this?"	
Motion children to answer with second Puppet.	"It's a tray."
Do the same as you introduce each item.	

Teacher

If time permits, let children march around the room with or without music to let them relax. Simple exercises will do instead of marching.

Get ready for cafeteria, wash hands, etc.

"Let's go to the cafeteria, walking, walking."

LUNCH

"Good afternoon." Repeat several times.

"Buenas tardes."

"Good afternoon." Motion children to repeat

Motion children to answer -

"Good afternoon children."

"Let's rest."

One at a time, the children will get their paper, put it on the floor and lie on it while quiet music is played.

Repeat first day's directions for getting up - Page 8.

Ball Game - to learn each other's name.

"Let's play a game."
(Sit in a circle on the floor or go outside)

"Let's play a game. Make a circle."

Motion to come quietly and sit beside you.

Say, "María," and roll ball quickly to her. While she holds the ball say, "María, roll the ball to someone you know and say his name."

"María, rueda la pelota a alguien que tu conozcas y di su nombre."

María, roll the ball to someone you know and say his name.

Juan then quickly says another name and rolls the ball to him, etc.

Pupil

"Good afternoon"

"Good afternoon, Miss _____."

María says: "Juan!"

Teacher

Pupil

Music

Have children stand and play Ring around the Rosie, again today.

Water Break

"Let's go get a drink, walking, walking."

"Let's go to the room, walking, walking."

Activity Time

Children sit and teacher hands out clay and says:

"Let's make something - Vamos a hacer algo."

"Let's make something."

Teacher circulates and encourages experimenting by pushing, pulling, and stretching the clay.

On a table, display finished products.

If some children are tired or bored, let them play with toys, etc.

Put clay away and clean room.

If the following record is available, use it to reinforce the word "puppet": The Little Puppet from
The Children's Record Guild
27 Thompson St.
New York 13, N. Y.

THIRD DAY

MATERIALS NEEDED
1. Large color cards for red - blue
2. Two pieces of construction paper one red, one blue 2"x4"
3. Easel
4. Paint - mixed ready to demonstrate

Teacher	Pupil
Collect money	
Call roll	
Flag Pledge and March	
"Good morning, children."	"Good morning, Miss _____."
Point to individuals. "What's your name?"	"Juan"
New Game Directions	
Introduce color cards, blue - red.	
Paper on Back Game	
Children stand in a circle. Two children stand inside the circle facing each other.	
Have two pieces of paper, one red, one blue, 2" x 4". Show the papers one at a time saying: "red - blue." Repeat several times, then say, "What color is this?" "¿Qué color es éste? - What color is this?"	"It's red"
Repeat for blue	"It's blue"
Help children answer.	
Pin one color to the back of one child who is standing in the circle. Have the other child close his eyes. All the others will know the color pinned on except the one who has closed his eyes. Motion with finger on lips for children not to tell. The child who has closed his eyes opens them at a signal and tries to see what color the other has pinned on his back without touching him. If he succeeds, he says the name of the color. If he doesn't, teacher will stop the game and ask the children in the circle to help name the color.	"It's blue" Group response: "It's red.

Teacher

Pupil

Two more children will be chosen to stand inside the circle and the game continues. Another color can be added as soon as the children know these two. Display color cards in a permanent place adding a card for each color as it is introduced.

"Let's go to the restroom, walking, walking."

Back in the room and children in their seats, review the colors by letting the children find different articles in the room that are red or blue, e.g. María's dress, Juan's shirt, etc. Children will be able to find other things.

Hand out paper and only red and blue crayons. Let children draw a picture using first one color and then the other.

"Let's go to the cafeteria to eat - walking, walking."

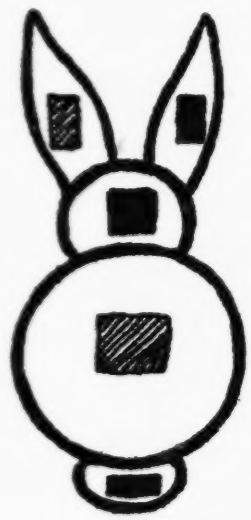
Repeat

By now, children will be automatically repeating with the teacher most of the familiar sentences.

"Let's go to the cafeteria, walking, walking."

"Let's rest."

Use same procedure as the day before for resting.



Rabbit Game using colors red and blue

Let children sit in semi-circle.

Draw a picture of a rabbit on floor, three or four feet long with starting line about five feet away. Place red and blue pieces of paper on the parts of the rabbit. Have one child at a time stand on the line and throw bean bag or eraser. If he gets it inside a line, he calls the name of the color. (Later, the children may be divided into sides and score kept.)

Teacher

Pupil

Music

Use easy rhythm record, e. g.
Estamae's Toy Shop, Album I - Record 107
Hefferman Supply Co., 926 Fredericksburg Road, San Antonio, Texas.

P.E.

Activity

Introduce tempera paint that you have mixed beforehand in peanut butter size jars with one or two brushes in each. Show how to wipe the brush against the inside of the jar before taking it out to paint. Let each child try wiping the brush and painting a line or two.

Aprons can be made out of men's old shirts. Cut the sleeves off. Button them in the back. Put a loop on each for hanging.

Good-bye song.

Bus Children.

FOURTH DAY

MATERIALS NEEDED

1. Red, blue and yellow 2"x4" papers with a pin for "Paper on Back" game.
2. Magazines - at least one for each child.
3. Rhythm Record
4. Sponges or wet cloths for pasting.

Teacher

"Good morning, children."

Teacher sings motioning for children to join in:
(To same tune as Good-bye song)

"Good Morning to you,
Good Morning to you,
Good Morning dear children,
Good Morning to you."

Collect cafeteria money.

Check roll.

Flag Pledge.

March around the room or jump in place, then sit down.

Review words "red" and "blue" quickly, then say:

"María has a <u>red</u> dress

Juan has <u>blue</u> jeans" etc.

Show the yellow picture card. Proceed to find room objects of <u>yellow</u>, <u>red</u> and <u>blue</u>.

Play "Paper on the Back" again, adding yellow, and choosing children who did not get to be "It" yesterday.

"Let's go to the restroom."

Pupil

"Good morning, Miss _____."

Children sing along as they can.

Teacher

Pupil

Vocabulary introduction of health words, showing pictures to illustrate

Wash my face.
Comb my hair
Brush my teeth
Clean my fingernails
Drink my milk

Motion for children to mimic the motions for each picture then say:

"Let's play a game. Let's make a circle, quietly."
(Signal with finger on lips)

Hold hands in circle. Teacher sings "Mulberry Bush."

Children join in as they are able . All do song motions.

"Let's go to the cafeteria to eat."

LUNCH

"Let's rest." (Quiet music)

Draw a Man Activity

Give each child a large sheet of paper and box of crayons. Say:

"Let's draw a man - Vamos a dibujar a un hombre. No dibujen otra cosa más que un hombre."

"Let's draw a man."

Teacher moves among the group, encouraging them, giving new paper if needed, smiling.

These pictures give a teacher her best clue as to the maturity of each child and should replace those on the wall the children drew the first day.

Teacher

Pupil

Music

Estamae's Toy Shop Records, Album 1, Record 106
or any other simple rhythm record, e.g.
Bowmar Records (B 1508)
4921 Santa Monica Blvd.
Los Angeles 43, California

P. E.

Activity Time - introducing scissors and paste.

Give each child a magazine, scissors, paper, and paste. He is to find pictures that are colors of red, blue and yellow. Say:

"Find anything that is blue or red or yellow - cut it out and paste it on your paper."

"Busca alguna cosa azul, roja o amarilla y cortala y peguala en el papel."

Repeat in English, then move around helping them to get started - showing them how to hold scissors, (left-handed ones should be available when needed) and put on paste. Sponges or wet cloths are invaluable in cleaning hands, clothes and desks.

Clean room and get ready to go home.

Good-bye song.

Bus children.

FIFTH DAY

MATERIALS NEEDED

1. Objects for counting (at least 3 for each child)
2. Red, yellow, blue pieces of paper - one for each child.
3. Pictures or puppets of a family.
4. "Where is Thumbkin?"

Teacher	Pupil
Collect money	
Call roll	
Flag Pledge and March	
"Good morning, children."	"Good morning, Miss _____."
Counting	
Give each child several objects to hold in his lap (blocks, lima beans, shells, spoons, etc) and keep some yourself. Put one item on the table and say "one." Children do same and say	"one"
Teacher takes her item off the table saying: "Take it off the table." "Take it off the table."	
Repeat with two blocks, then three blocks, counting "One" "Two"	"One - Two"
Then three, saying "One, two, three"	"One - Two - Three"
Repeat several times in sequence.	
Ladder Game	
Draw a ladder three feet long on the floor, place articles in it or draw circles or squares in the ladder steps. Let children hop one at a time in each step, calling the number of items in each step. Group may aid him if player forgets. Vary the game by throwing a bean bag from a starting line three or four feet away.	

Teacher

Pupil

"Let's go to the restroom, walking, walking."

"Let's go to the room, walking, walking."

"Please sit down." Teacher models by sitting down.

"Please stand up." Motion children to stand and do so yourself.
Repeat the directions several times, sitting down and standing up each time with the children.

Give each child a slip of red or blue or yellow paper and say:

"Blue, stand up." (All children holding blue, stand)

"Red, stand up."

"Yellow, stand up."

"Blue, sit down." (All children holding blue will sit down)

"Red, sit down."

"Yellow, sit down."

Some will say,
"Sit down"
"Stand up"

Repeat, changing the color and vocabulary sequence.

Touch or point to one child and say: "One, stand up."

Touch or point to two children and say:
"One, Two, stand up."

Touch or point to three children and say: "One, Two, Three, stand up."

Use same procedure for "Sit Down."

Teacher

Pupil

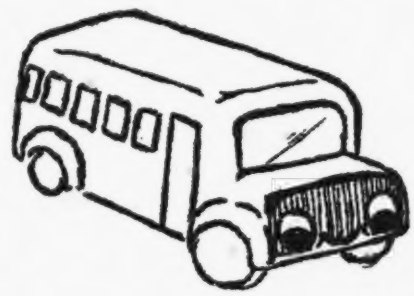
Singing Game: "The Bus"

Place chairs in double row, choose children to sit in chairs. Sing and act first verse of song:

"The people on the bus go
Up and down
Up and down
Up and down

"The people on the bus go
Up and down
All through the town."

Some will sing:
"Up and down
Up and down
Up and down



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LUNCH.

"Good afternoon, children."

"Good afternoon,
Miss _____."

"Let's rest."

Family Unit introduced with puppets or picture cards.

Hold up the father puppet and say: "This is father."
Repeat several times, then ask:

"Who's this? ¿Quien es? Who's this?"

"It's father."

Teacher says, "It's father. Es papá. It's father."

"Who's this?" and motions for children to answer:

Children responding with
"It's mother"
"It's sister"
"It's brother"
"It's baby"

Continue until all members of the family have been introduced: mother, sister, brother and baby.

Music: (Tune of "Where is Thumbkin ?")

Where is Father? Where is Father? (Put both hands behind back
Here I am Hold up thumb of right hand
Here I am Hold up thumb of left hand
"How are you this morning? Wiggle thumbs as in
"Very well, I thank you," conversation.
Run away, run away. Both hands behind back
again.)

Continue with rest of family

Ginn and Company
The Kindergarten Book

p.51

Teacher

Pupil

Activity - Let children have free choice of using paint, clay, blocks, etc.

Flannel Board story of "Three Bears"

told to reinforce the family vocabulary.

Have children on the floor or chairs very close to the flannel board.

As Father Bear is put on flannel board, say:

"Father Bear" then motion for children to say with you.

"Father Bear."

Repeat as you introduce each character.

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T-III

FROM:
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